

Advisory Team: English Learners

MINUTES

AUGUST 18, 2016

9:00 TO 12:00PM

PLYMOUTH STATE UNIV.
CONCORD, NH

ADVISORY TEAM LEAD	Aaron Hughes (NH DOE)
NOTE TAKER	Aaron Hughes (typed by Aaron Hughes)
ATTENDEES	Karen Boxell, Wendy Perron, Cynthia Proulx
OBSERVERS	<i>none</i>
PRE-READ MATERIALS	Google Drive: https://drive.google.com/open?id=0B6nc-AcvbcskZzJRS1IBUnNEa1E

DISCUSSION	
<p>A. Discussion on “long-term English Learner” definition</p> <ul style="list-style-type: none"> a. Reviewed Karen Boxell’s Research and Policy Planning statement b. Comments: <ul style="list-style-type: none"> i. we should include citations and references to research ii. we should bring focused research readings to our meetings c. Continue to research definitions of “long-term” EL <ul style="list-style-type: none"> i. Drafting definition continues ii. Recommendation to set up folder for compiling definitions of “Long-term ELL” iii. Create survey for sharing definitions in Google docs <p>B. Analyzed EL Average ACCESS Scores 2013-15</p> <ul style="list-style-type: none"> a. Appears to be a plateau occurring between 4 and 6 Years in US Education <ul style="list-style-type: none"> i. Data may be only one indicator ii. Opened discussion of possible other indicators iii. Special designations of ELLs sub-groups <p>C. Developing the FAQs for NH schools</p> <ul style="list-style-type: none"> a. ELs and the ESSA: What’s Coming our Way? <ul style="list-style-type: none"> i. Qs &A around ELL identification, status categories and services ii. Qs &A regarding ELP assessments (ACCESS, W-APT, MODEL) iii. Qs &A around Recently Arrived ELs and standardized testing... b. Recently Arrived ELs Options Review (What will be our recommendation?) <ul style="list-style-type: none"> i. Option #1 Similar to NCLB-ELs in US (or DC) schools for less than one year may be exempt from one administration of the reading or language arts assessment and other test results are excluded from accountability. ii. Option #2 3-year approach--ELLs take the state mandated assessments.1st year—results are excluded form State’s accountability system, 2nd year—only a measure of growth, but not proficiency, 3rd year—the measure of proficiency would be included iii. Option 1, Option 2 or create an Option 3? (Wendy Perron suggested that our advisory draft something else.) <ul style="list-style-type: none"> 1. Team concurred 2. Opening a Google doc for EL advisory team members to co-write #3 <p>D. Change of Status Form (Office of Title III/ESOL, last revised 6.1.16)</p>	

- a. NH DOE would like to continue to improve this process
- b. Requesting comments and suggestions for providing clarification and guidance to schools and parents.

E. Suggested background reading: Catherine Collier's *Red Flag Matrix*

CONCLUSIONS

Team has begun work on these projects:

- Creating a FAQs (ESSA and ELs in NH)
- Revising NH Home Language Survey and Identifying Process, Monitoring, and Change of Status forms
- Drafting EL Advisory report for NH's ESSA State Planning team
 - Defining "long-term" ELL
 - Making a recommendation regarding testing Recently Arrived ELs

ACTION ITEMS

PERSON RESPONSIBLE

DEADLINE

Brainstorm the diverse characteristics of ELs in NH and contemplate a data-driven progression of development for ELs (interim and long-term goal setting)

All

9/9/16

Submit and Review literature in ELL Team Folders: new folder for **Definitions of Long-term ELL, Research on Recently Arrived ELLs and Testing**

All

continuous

Add/edit our list of *Community Members to Invite*

<https://docs.google.com/spreadsheets/d/1170ceLM8EZIcKzCIJxB7Ni6aLAD4nAmG2UxSMkJLdM8/edit#gid=0>

All

continuous